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In her *Social Problems: Outlines and References* Miss Stewart has made a valuable contribution to the literature on the social studies in high schools. As suggested by the subtitle, the book consists of two parts, one devoted to outlines and one to references. The first consists of rather elaborate outlines, accompanied by specific references, of twelve topics, as follows: adjustment, ego or socius, adjusting man, education and child labor, wages and standards, city maladjustments, woman and economics, family-social virtues, conservation of labor, labor and business, society and business, and socialism. Part II is made up of references on a large number of topics in the field of social science arranged alphabetically. This phase of the work should be of inestimable value to one engaged in teaching a course such as the one Miss Stewart outlines in the first part of her book.

*A new book for social workers.*—Social workers will find much of interest and value in a recent publication in their field.<sup>1</sup> The title of the work is very appropriate, since so much of the material is of a historical character. For example, there are three chapters on the family historically treated. These are entitled: "The Primitive Family," "The Medieval Family," and "The Renaissance and Reformation Family." Other closely related subjects are "Birth Control" and "Sterilization, Sex-Instruction, and Eugenics." On these subjects the author's views are safe, conservative, and constructive. The three chapters on the historical treatment of the family would make excellent supplementary reading for a course in social problems such as the one outlined by Miss Stewart in her book of which mention has been made above.

*A book with an attractive title.*<sup>2</sup>—There is much said nowadays concerning making the school an integral part of the life of the community. From its title the book under review here would seem to offer valuable contributions along this line. On a careful examination of its contents, however, one is forced to conclude that the book is simply another one rather than a new one in the field. It treats of such subjects as school government, school punishments, conducting a recitation, teaching arithmetic, history, grammar, geography, hygiene, literature, composition, nature-study, agriculture, home science, and the like. While the book contains many concrete and helpful suggestions relative to the teaching of these subjects, there is in reality little

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<sup>1</sup> E. J. MENGE, *Backgrounds for Social Workers*. Boston: Richard G. Badger, The Gorman Press, 1918. Pp. 214.

<sup>2</sup> INEZ N. MCFEE, *The Teacher, the School, and the Community*. New York: American Book Co., 1918. Pp. 256.